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of persons and scenes from the Bible story, inspired by Gothic art.

Geography: Study of rock formations.

Fourth Year

Science: Pictures of autumn—landscape and figures.

History: Study of modern art movements. Illustration of the history of the times.

Geography: Representations of racial types in their relation to geographical conditions.

Pedagogic School

The students will go over the ground covered by the grades during this month, doing the work more thoroughly and carrying it further. (See syllabus of grades.)

Speech, Oral Reading, and Dramatic Art

Martha Fleming

The value of knowledge upon any subject is measured by the quality and expansiveness of the emotion aroused. Emotion determines action, and is therefore fundamental in character. In the progress of study there comes a time when the emotion of the individual demands expression, and this spontaneous striving for utterance will invariably take rhythmic form of some kind; it may be in movements of the body, as in children's plays, in the dance, or in pantomime, or it may be in music or in poetry. Each mode of expression has its own particular reactive function: color is realized by painting, form by the plastic arts, complete synthesis by writing. Dramatic art focuses the experiences gained in all the other arts, and combines them into one supreme act. This act necessitates the rapid gathering together of all the experiences and the holding of them in form for a comparatively short period of time. The product is evanescent, and the action therefore correspondingly intense. The picture, the statue, the poem persists, while the product of dramatic art has no enduring quality except as it reacts to develop human character.

It is a mode of expression common in its broader forms to primitive man and to

the primitive individual, and in its more complex subtle forms to the most highly organized and fully developed peoples. The child puts himself into certain outside conditions for the purpose of getting certain inside experiences. The dramatic impulse leads him to study the wind, the trees, the life about him, and all the shifting phenomena of nature, by putting himself in their places. He loves to act out in his own person his thoughts about them.

The children themselves demand this mode of expression, and they will be encouraged to study nature, history, and language by personations, pantomimes, and plays; and lest these lose spontaneity and become reduced to set fixed forms, the greatest liberty will be given. The teacher will be helper and director. Use will also be made of dances, costuming, song, speech, oratory, and poetry. Literature is to-day the broadest manifestation of the dramatic instinct, and its expression offers the most complete outlet for roused emotion. It performs the same offices, answers the same needs, that the dance did for the primitive peoples.

The poem *How the Leaves Came Down*, which is presented to the First Grade this month, is chosen with reference to its pos-

sibilities of dramatic presentation. The children have been observing the changing autumn leaves. This little poem brings all their observations and impressions together in artistic form. It appeals to the sense of rhythm, to the love of beauty, and to the imagination. It is full of action, which resembles that in the child's own home life. The father, the children, the reluctance about going to bed, the permission to stay a little longer, the last wild frolic, the final going, the white bed-clothes, the sweet good night, and the dreaminess of coming sleep are things the child can understand, because they are a part of his own life. He enters into the life of the leaves by becoming one of them; all his images are cleared up and made vivid. Lessons of love and obedience are unconsciously inculcated. The poetical form is a musical setting, which he learns without conscious effort. At the same time he is gaining skill in the use of his voice, speech, and body, and incorporating beautiful forms of language into his own vocabulary.

This illustrates the thought of the work that will be carried through the different grades. It will vary with the different stages of development. By means of the dramatic instinct the student will come close to the lives of other nations and of other times than his own. In the higher grades the original plays will be better organized, and debates, orations, and the study of great literature intimately related to the subject-matter of study will be part of the month's work. Training in the hearing and production of articulated sounds will be given daily in the lower grades by means of plays and games. The morning and special day exercises of the school will afford ample opportunity for practice in extemporaneous and prepared public speaking.

How the Leaves Came Down

Susan Coolidge

I'll tell you how the leaves came down:

The Great Tree to his children said:

"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, Little Red,
It's quite time you went to bed."

"Oh," begged each silly, pouting leaf,

"Let us a little longer stay;

Dear Father Tree, behold our grief!

'Tis such a very pleasant day,

We do not want to go away."

So just for one more merry day

To the Great Tree the leaflets clung,

Frolicked and danced and had their way,

Upon the autumn breezes swung,

Whispering all their sports among:

"Perhaps the Great Tree will forget,

And let us stay until the spring,

If we all beg and coax and fret."

But the Great Tree did no such thing.

He smiled to hear their whispering.

"Come, children, all to bed," he cried;

And ere the leaves could urge their
prayer,

He shook his head, and far and wide,

Fluttering and rustling everywhere,

Down sped the leaflets through the air.

I saw them; on the ground they lay,

Golden and red, a huddled swarm,

Waiting till one from far away,

White bed-clothes heaped upon her arm,

Should come to wrap them safe and
warm.

The great bare tree looked down and
smiled.

"Good night, dear little leaves," he said,

And from below each sleepy child

Replied, "Good night," and murmured,

"It is so nice to go to bed."